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BOOK REVIEWS

The Educational Views and Influence of DeWitt Clinton. By EDWARD A. FITZPATRICK. (Teachers College Contributions to Education, No. 44.) New York: Columbia University, 1911. Pp. xi+157. \$1.50.

Autobiography of Edward Austin Sheldon. Edited by MARY SHELDON BARNES. With an Introduction by ANDREW SLOANE DRAPER. New York: Ives-Butler Co., 1911. Pp. xii+252.

In both city and state educational affairs there is now great need of wide vision and good sense. The tendency toward division of labor in matters of administration and organization limits the horizon, and it is very possible that serious mistakes will be made in some of the reconstructions now under way for lack of acquaintance with the larger ranges of thought of the thinkers and doers of past generations.

Massachusetts and New York are the states whose educational influence and records have been of most service. Various attempts have been made to make clear the significance of Horace Mann and other leaders in the former state. In the latter, Andrew D. White's autobiography has helped to make clear several important chapters, notably those centering in the work of Ezra Cornell. Much has been organized in various ways by the present state commissioner of education, Dr. Draper, and it is interesting to note that he has written the introductions for both the books here under consideration.

In the case of the work on DeWitt Clinton, Dr. Draper makes this remarkable statement:

"I have, of course, read much in the history of New York education, and have not been wholly ignorant of the obligations under which it lies to DeWitt Clinton, but it involves no humiliation to say that I have not heretofore appreciated the many-sidedness of his persistent activities for the intellectual progress of the state. I knew what he had said, many times and forcefully, in his state papers as governor, but I had too much of the feeling that he had said it perfunctorily and because it was good political policy to say it. This was natural enough, as things ordinarily go, but Mr. Fitzpatrick's study shows that it was very unjust. The evidence here brought to light and assembled in a very systematic whole shows that at all times and places he worked sagaciously and incessantly to advance the moral and intellectual progress of his people, and, wholly apart from the other large things he did, is entitled to rank among the very first educational propagandists of America. . . . He is entitled to a yet higher place in our history for what he did for learning than because of what he did in the building of the Erie Canal, with which his name has been most conspicuously identified."

Conditions in New York state from 1783 to 1805—physical, social, and educational—are clearly stated in Part I. Parts II and III are given to "The Educational Views of DeWitt Clinton and Their Significance" and "The Influence of DeWitt Clinton and Its Significance."

The comprehensiveness of Governor Clinton's view is remarkable. He is concerned with the training of teachers; supervision; the education of women, Indians and Africans, defectives, juvenile delinquents; the enrichment of common-school education; professional, military, argicultural, and technical education. He also recognized that "social inheritance is transmitted not only by the formal educational agencies where there is this conscious effort on society's part, but also in the less formal institutions." "DeWitt Clinton's fundamental conception of education is the current sociological one. It regards education as the salvation of mankind, as the means through which society will set about consciously to improve itself, as the absolutely indispensable foundation to democracy." "In no other writer of the period, with the possible exception of Jefferson, is there so decisive, clear, and convincing a statement of the underlying sociological conceptions, as in DeWitt Clinton. In no other writer, without exception, are the implications of this conception so clearly and fully conceived and so forcefully expressed."

The chapters on the influence of Clinton are illuminating and encouraging. It is well to know to whose efforts we owe the inheritance we are so much inclined to take as a matter of course.

Dr. Sheldon's contributions have been of a very different nature, yet of great significance. Oswego has been the most important center of Pestalozzian influence in America. Following the beginnings in state normal schools already made, it laid stress on the training school. From its direct work came the training schools of Boston, Worcester, Cincinnati, Indianapolis, Cleveland, Dayton, Davenport, Detroit, and many other cities, and its graduates have made a great part of the success of such institutions as the Cook County Normal School under the leadership of Colonel Parker. The foundations of the primacy of Indianapolis among public-school systems was laid by the far-sighted policy of Superintendent Shortridge, who made the Oswego school his base for training teachers.

The early chapters of Dr. Sheldon's autobiography might well be published separately to be used in schools. They give a clear view of "The Pioneer Farm Boy's Occupations and Interests," "Other Farm Industries," "The Domestic Life of the Boy on the Farm," etc. No less interesting are the accounts of school and college life and of the founding in Oswego of the "Ragged School" in 1848. The most valuable sections, however, begin with those which tell of Dr. Sheldon's work in organizing the free schools of Oswego and his frank statements of the means he used to organize an effective "machine" in the school and to secure and train good men on the school board. Instead of lamenting "politics," this superintendent tried to show that there can be good politics as well as bad.

The great contribution comes in 1861, when the Oswego Training School for Primary Teachers was organized. This became a state institution in 1863, and continued during Dr. Sheldon's lifetime to be the center of his activities. There are suggestive chapters on various phases of the school's development and on Dr. Sheldon's "Relations with Colleagues," his "Personality as Teacher and Friend," and "The Political Side of Dr. Sheldon's Career." The concluding sections are "Review and Reminiscence," by Mary Sheldon Barnes; "Unification in the State of New York," by Dr. E. A. Sheldon; "Life and Character of Dr. Sheldon," by Dr. Charles R. Skinner; and "Reminiscence," by Herman Kruse.

Dr. Fitzpatrick recalls Governor Fenner's remark, on calling Henry Barnard to Rhode Island, that it is better to make history than to write it. The time has come,

however, when that which has been made deserves more adequate record than has been given it. Apart from the general work of Boone, Dexter, and others, and some miscellaneous pamphlets issued by the Bureau of Education, we have had in late years W. S. Monroe's *Pestalozzianism in the United States*, Miss Vandewalker's *Kindergarten in America*, and a work on *The New Harmony Movement* as evidence of the material available. We need studies and records of such movements as the St. Louis School of Philosophy, the Herbartian-and-beyond group which came out of the Illinois Normal, and the formation days of the Indianapolis system. It is to be hoped that these works on Clinton and Sheldon will stimulate the interest and activity of men and women near enough to original sources to meet these needs.

FRANK A. MANNY

BALTIMORE TRAINING SCHOOL FOR TEACHERS

The Tudor Drama: A History of English National Drama to the Retirement of Shakespeare. By C. F. TUCKER BROOKE. Boston: Houghton Mifflin Co., 1911. Pp. xii+461. \$1.50.

The title on the cover of this book is particularly happy from the point of view of the literary historian; it lends the clarifying service of a phrase to the historic unity of the matter within. "All that is most characteristic in the development of the English theater," says Mr. Brooke, in his introductory paragraph, "falls easily within the one hundred and eighteen years of their [the Tudors'] dominion." This unity is, no doubt, a commonplace of criticism, and Mr. Brooke's grasp of it in the large would not be notable if he had not been so clarifying in his organization of the intricate mass of diverse material he has had to deal with. The great service of the book is that it makes the reader confess, as he lays it down, that his earlier sense of that unity *was* commonplace. Eleven of the twelve chapters deal with distinct types of drama of the period, their historic growth, and their modifications under classic, mediaeval, and contemporary influences. The classified bibliography after each chapter, the full table of contents with page references to successive topics, and the complete index at the end, make it an invaluable book—in whose hands?

The book is a product of thorough workmanship. If it had failed in what it had set out to do, the immediate provocation to the reader or critic would have been to point out its shortcomings, chasten the author with exemplary corrections, and have done. The present work, however, is so admirable of its kind, that it challenges the larger question of the particular values of the kind itself. Its kind is the scientific literary history. There is a tendency today to decry such literary labor as arid, divorced as it must be from human interest and immediate human significance. Much of this criticism is based on a failure to make a proper distinction.

The type characteristic of the scientific literary history is in general the most exhaustive care and accuracy in discovering and setting forth all the available documentary matter concerning the literature in question. It does not attempt to deal with the ideas of that literature, their truth or falsity, their human worth or worthlessness. It does not attempt to set forth ideas of its own concerning human life. Unlike literary criticism, it does not attempt to clarify ideas and build them into the cultural tradition by virtue of their relation to literature already a part of that tradition. It attempts only to put the literature with which it deals as accurately as possible in a historic milieu.